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ABSTRACT

In order to determine how the Technical Nursing Program at Florida Junior College (FJC) was contributing to the success or failure of its graduates, a questionnaire was sent to 30 FJC graduates who had taken the State Board Examination between December 1972 and December 1973 and who were locally employed. All of these students had been exposed to the same curriculum. Of the 23 respondents, nine had failed at least one of the five tests on the examination; of these, all had failed more than one test. When asked to indicate the teaching strategies used in the courses pertaining to the tests they had failed, six of the nine respondents indicated individualized instruction. When all respondents were asked to indicate the teaching strategies used in the courses pertaining to the tests on which they had performed best, 16 indicated lecture-discussion. Overall, the highest test scores were noted in medicine and psychiatry and the lowest in obstetrics. Other findings indicated that courses in surgery and obstetrics were not covered adequately to meet State Board requirements, and those respondents who read slowly had the greatest difficulty in passing the timed examination. A literature review and recommendations for program improvement are included. (DC)

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AN ANALYSIS OF TEACHING STRATEGIES UTILIZED IN FACILITATING THE LEARNING PROCESS OF TECHNICAL NURSING GRADUATES WHO HAVE WRITTEN THE STATE BOARD EXAMINATION FOR LICENSURE

by

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AT JACKSONVILLE

A PRACTICUM PRESENTED TO NOVA UNIVERSITY
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ABSTRACT

If one of our goals in education is to influence the students to think, learn, talk and do something about the courses and subject matter taught, sometime after our direct influence over them comes to an end, an evaluation of their opinions of the teaching learning process could prove helpful in improving and revising curriculum structure.

The primary objective of this study was to determine the teaching strategies utilized in facilitating learning of the Technical-Nursing graduates who wrote the State Board examination during the period of December 1972, through September 1973. These graduates were exposed to the same curriculum during their experiences in Technical Nursing.

A review of the literature indicates that teaching effectiveness is a national concern. In order to improve educational programs, teachers must become more cognizant of the processes that hinder the progress of learning and changes in approach to learning. Methods of teaching and evaluation

devices in nursing influence the level of performance of the graduates and may be seen in the reflection of the State licensure examination results.

The method used for the collection of data was a three part questionnaire which dealt specifically with questions regarding five test areas which comprise the State Board examination, teaching strategies and teaching and learning characteristics. The respondents opinions were recorded in numbers and percent. To further determine the graduates responses, an open ended question was asked to determine their feelings about teaching methods. Additional comments were elicited for improvements in the teaching learning process.

The findings indicated that courses in surgery and obstetrics were not generally covered adequately to meet State Board requirements. The highest scores were made in medicine and psychiatry. The highest failure rate was noted in obstetrics. Most students who failed, failed more than one test.

In the utilization of teaching strategies, graduates indicated that individualized instruction was used in courses where failing scores were made. Reading habits was given as a reason for greatest hindrance in writing State Board examinations. There was general feeling of the graduates that instant feedback from teacher-made test would greatly enhance

the teaching learning process. Learning experiences should be more closely correlated with theory.

On the basis of the findings in this study, the following recommendations are made:

1. All potential nursing students be required to take a test to determine their level of reading.

2. A pre-requisite course be required of those students who are identified as having a problem with reading comprehension.

3. Administration and faculty explore the possibilities of establishing a health core program as a pre-requisite to Technical Nursing.

4. An evaluation of the teaching learning process of the Technical Nursing program be undertaken.

5. A follow-up study to determine the effectiveness of teaching and learning theories as indicated by the graduates level of competency on the State Board Examination.

6. A study be undertaken to determine the graduates level of performance in clinical and health agencies.

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CHAPTER I

INTRODUCTION

The heart of an educational program is made up of the learning experiences of the students. What they do, think about, how they think, what they read, say and write, what they feel——these are the things which determine what they learn.

If one of our goals in education is to influence the student to think about, learn about, talk about, and do something about our subject matter, sometime after our direct influence over them comes to an end, how can we say we have been successful, if the student does not actively mention any further the subject or his opinion of the experiences he received?

Nursing programs are somewhat restless, faculties in nursing find themselves a little dissatisfied; teachers have an uneasy feeling that they could be doing a little better job in preparing graduates in nursing to assume their roles in a world of work. Nursing educators express common agreement about the characteristics of nurses necessary to perform nursing functions and fulfill their roles. It is also indicated that the results of the graduates performance on the State Board Examination for licensure attest to their preparation.

It can be noted, however, that not all graduates completing the same basic curriculum in nursing are successful in writing the State Board Examination, consequently they are not permitted to function as safe practitioners in the field of nursing.

Sometimes we know how well we are doing, but we do not know exactly how we are doing it. If we knew what we were doing that was contributing to success, and if we knew what we were doing that was contributing to failure, we could do more of one and less of the other.[1]

This study is undertaken in response to the preceding charge in relation to the teaching-learning process facilitated in the Technical Nursing Program at Florida Junior College.

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[1] Mager, Robert F. Developing Attitude Toward Learning, (Palo Alto: Fearson Publishers, 1968), p. 83.

STATEMENT OF THE PROBLEM

An analysis of the teaching strategies utilized in facilitating the learning process of Technical Nursing graduates who wrote the State Board Examination from December 1972 through September 1973.

During this period, seventy-six graduates (79.6 per cent) made passing scores. Twenty graduates (20.4 per cent) were unsuccessful in writing one or more of the five tests included on the State Board Examination. Those graduates who failed to make a passing score on any one of the five test will not become licensed until a passing score has been made. Furthermore, they will not be eligible to function as a beginning practitioner in nursing. They are permitted to rewrite the test(s) following intense study three months later.

It can be noted that the unsuccessful graduates completed the same basic curriculum as those graduates who were successful. All graduates completed the nursing program with the understanding that their exposure and course of study prepared them to write the State Board Examination and function safely as beginning practitioners in nursing.

It is the intent of the writer to examine the teaching strategies utilized in facilitating the learning process for the purpose of determining whether alterations in methodology and theory building in nursing will enhance the students' learning

and retention of knowledge, thereby increasing the level of competency above and beyond the minimum requirements indicated by the State Board examiners.

SCOPE AND LIMITATION

In analyzing the utilization of teaching strategies in the learning process, the following scope and limitations were considered:

1. The sample was selected from graduates who wrote the State Board Examination during the period of December 1972 and September 1973. These graduates were selected because of their exposure to the same curriculum.
2. Only those graduates who are locally employed were included in the sample.
3. The teaching and learning characteristics included on the questionnaire were selected because in the opinion of the instructors they constitute the processes used. As a member of the staff, the writer worked with other instructors in the development of the instrument.
4. The graduates responses may be based on the successful or unsuccessful scores made on one or more of the five test areas of the State Board Examination.
5. Though the nursing education program deals with knowledge, psychomotor and affective growth, the writing of the State Board is based upon an evaluation of knowledge to the exclusion of the other two domains.

DEFINITION OF TERMS

In order to assist the reader in developing a frame of reference similar to that of the writer, the following key terms are defined:

State Board Examination	Means used to determine minimum competency for safe practice. Examination measuring accumulated knowledge and powers of reasoning as elicited by paper and pencil test.
Minimum Requirement	Standard score of 350 as passing, set at 1-1/2 standard deviations below the national mean of 500 on each of the five tests in the examination. All five tests must be passed to become licensed.
Medicine	Course content dealing with nursing care of patients with disorders requiring medical treatment.
Surgery	Course content dealing with care of patients having undergone surgery.
Pediatrics	Course content dealing with growth and development of the well child; care of the sick child.
Psychiatry	Course content dealing with the care of patients with psychosocial disturbances.
Obstetrics	Course content dealing with nursing care of the expectant mother; care of the new born.

Teaching Strategies	Those methods and things the teacher does to facilitate learning – an overall plan of attack to enhance learning.
Learning Process	Behavioral changes that are acquired as a result of theoretical and practical experiences.
Beginning Practitioner	Carries out nursing measures and delegated techniques skillfully under the supervision of a physician and/or registered professional nurse.

CONCEPTUALIZED SOLUTION

An examination of teaching strategies utilized in facilitating learning based upon the learner's views, should result in an intense effort on the part of the instructors to synthesize learning theories and apply their synthesis to teaching nursing principles.

As a direct result of improved teaching-learning techniques, there will be an increase in the level of competencies and decrease in the failure rate on the State Board Examination for nursing licensure.

PRACTICUM DESIGN

In conducting this study, the following steps were employed:

1. Personal interview with four recent graduates who successfully wrote the State Board Examination to determine their views of the teaching-learning process during their experiences in the Technical Nursing Program.

2. Personal interview with four nursing instructors to identify the teaching strategies used in the Technical Nursing curriculum.

3. Construction of an instrument utilizing information acquired from personal interviews as a guide.

4. Administration of the instrument to Technical Nursing graduates who are locally employed.

CHAPTER II

THEORETICAL FRAMEWORK

Review of Literature

Teaching effectiveness, the ability of the educators to produce knowledgeable students, is of great national concern. If we are to be more effective, the elements of instruction, that are prerequisites for facilitation and enhancement of the learning process, must be more specifically determined. In order to develop and improve educational programs that will result in the desired level of competence in students, teachers must become more fully aware of the processes that are currently hindering progress in learning.[1]

Recently Edith Metz investigated the outcomes of learning in relation to the academic objectives, and findings indicated that the nature of the learner may well be one indicator of the ultimate effectiveness of the teaching-learning process.[2]

If the primary function of education is to bring about relevant learning and the primary task of educators is learning management, changes may be imperative. All students do not

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[1] Metz, Edith A., Carol M. McCleary, "Knowing The Learner," Journal of Nursing Education, (Vol. 9, January 1970), p. 3.

[2] Ibid., p. 4.

learn the same way or at the same rates of speed. Mager defines teaching as "facilitation of learning." He further states that instruction is intended to facilitate performance.[3]

Basic to all associate degree nursing programs, is the responsibility that faculty members assume in helping students to learn. The ultimate goal of the learning process is reflected on the State Board Examination. Upon successfully writing the five test area on the State Board Examination, the graduate is eligible to demonstrate in reality his/her technical competencies by seeking employment as a registered nurse. This indicates, in part, that the graduate has been prepared to function safely as a beginning practitioner in nursing.

How do associate degree nursing graduates perform on the State Board Examination? This question has been the topic of many state and national meetings. Lande's[4] study reports for the years 1959-66 showed the results of the associate degree nursing candidates with a ninety to seventy-eight per cent successful rate. Decrease of success in associate degree nursing was more marked than either baccalaureate or diploma candidates.

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[3] Rasmussen, Sandra, Technical Nursing, (Philadelphia: F. A. Davis Co., 1972), p. 76.

[4] Lande, Sylvia: A National Survey of Associate Degree Nursing Programs, 1967, (National League for Nursing Inc., New York, 1969), p. 105.

Many nursing educators are questioning the fatality of success on State Board Examinations.

Nursing educators, however, must be concerned with changes in approach, method and evaluation devices in nursing that influence student responses to the educational patterns offered to them.

An educational program must commensurate with the intellectual and individual needs of the learner if maximally effective learning is to take place. Learner needs are frequently mentioned and discussed by educators, but too frequently they are only given lip service, and the concern is not transmitted into the learning environment. If identification or learning characteristics is to be undertaken, a means of obtaining information about the student's past experiences should be developed.[5]

In order to realize the full potential of each curriculum, instructional procedures and techniques utilized must be modified and adapted to the motivation and abilities of the students. Tyler[6] has pointed out that community colleges must examine their teaching methods carefully, rejecting those traditional methods that are not sepcifically appropriate and developing more

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[5] Metz, Op. Cit., p. 3.

[6] Tyler, Ralph W., "The Teaching Obligation," Junior College Journal, XXX (May 1960), p. 525.

effective approaches.

Structure is a complex problem requiring careful analyses of the content presented and the performance expected. In order that each learner may operate according to his optimal learning pattern, flexibility and planning must be improved. A variety of strategies must be utilized in order to accommodate a variety of individual learner styles. Instruction and evaluation of instruction must be based on individual achievement.[7]

It is being said, and demonstrated as well that the student-teacher relationship is not all that it could be. Long ago certain methods of reaching students were instituted, many of which are as effective now as they were centuries ago. Of them all, the tutorial method probably is the most preferred as a mean of interchange between the teacher and the student. In the tutorial method ideas and concepts may be developed and brought to fruition, and it also provides opportunities for drawing students out which is a vital factor in enabling some of them to attain their best in achievement.[8]

If the program is to facilitate acquisition of knowledge and to provide the student with experiences that will produce

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[7] Pouche, John E. A Modest Proposal:Students Can Learn, (San Francisco, Tossey Bass, Inc., 1972), p. 39.

[8] Wolford, Helen G. "Dialogue As A Method of Teaching," Journal of Nursing Education, (4:3 August 1965), p. 21.

the type of nurse the profession requires, the program must be presented in a manner that recognizes the existence of individual differences and is willing to adopt to them.

Additional feelings toward the specific elements within the program and the time allotted for reaching the expected level of competence also affects the students ability to learn. The learner who feels consistently blocked during examinations, or one who reads slowly, may have difficulty in performing at the level of his capabilities. If differences in expectations can be identified, adaptations can be made toward developing a more realistic learning environment.

Making learning meaningful is a matter of selecting the right content - knowledge reducible to principles - and helping students see its applicability in situations which they are concerned about. The positive results of meaningful learning can be quite apparent.[9]

What the student should learn in the laboratory should coincide as nearly as possible with what is taught in nursing principles. Assuming that problem solving is an essential characteristic of the professional nurse, the learning experience is the application of the problem solving process. Behavioral

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[9] Biggs, Morris L. Learning Theories For Teachers, (New York: Harper and Rowe Publishers, 1971), p. 290.

objectives are essential to problem solving approach in the clinical laboratory and are certainly the basis for any sound teaching-learning process.[10]

Education relevant to our time must be sought and the highest quality of learning achieved. Innovation and improvement are essential. Changes in instruction are taking place, but change is not an end in itself. Increased and improved student learning must be the goals to be sought. To this end as we innovate, we must identify the specific instructional objectives of any new plan which we introduce and we must evaluate its outcomes on the basis of its objectives.[11]

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[10] McCaffery, Mayo. "What Is The Student Learning In The Clinical Laboratory?" Journal of Nursing Education, (7:4, November 1968), p. 4.

[11] Johnson, B. Lamar ed. The Improvement of Junior College Instruction, (Report of a Conference sponsored by the UCLA Junior College Leadership Program, No. 15, 1970), p. 95.

CHAPTER III

Review of Methodology

The purpose of this study is to analyze the teaching strategies utilized in facilitating the learning process of technical nursing graduates at Florida Junior College in Jacksonville, Florida. The critical period is December 1972 through September 1973, a period during which the curriculum was the same. During this period, seventy-six graduates made passing scores on all sections of the State Board Examination and twenty graduates were unsuccessful on one or more of the five sections of the test.

A questionnaire (See Appendix 1) was administered to thirty locally employed graduates of the Technical Nursing program. Graduates who fail to pass the State Board Examination usually accept employment as nurses aides. Twenty graduates completed and returned the instrument.

Presentation of Data

The first issue treated on the questionnaire was a gross evaluation by the graduates of the extent to which courses covered appropriate material to meet State Board requirements. Table 1 shows that twenty-four respondents rated Medicine and Psychiatry highest with Pediatrics third and Surgery and Obstetrics tied for last place.

It is interesting to note that Medicine and Psychiatry would lend themselves to written, knowledge-based evaluations more readily than the other courses.

TABLE 1

TECHNICAL NURSING

COURSE MATERIAL ADEQUATELY COVERED TO MEET STATE BOARD REQUIREMENTS
(N=24)

Course	Number Responding	Percent Responding
Medicine	17	70.8
Surgery	13	54.2
Psychiatry	17	70.8
Pediatrics	14	58.3
Obstetrics	13	54.2

Graduates were asked to indicate the test on which their highest score was made. As might be expected, Medicine, Psychiatry, and Pediatrics lead and Surgery and Obstetrics fared poorest. As Table 2 indicates, six students made their highest score on the Medicine test; eight, on the Psychiatry test; six, on the Pediatrics test; two, on the Obstetrics test; and one, on the Surgery test.

TABLE 2

STATE BOARD TEST ON WHICH HIGHEST SCORE WAS MADE (N=23)

Test	Number Responding	Percent Responding
Medicine	6	26.1
Surgery	1	4.3
Psychiatry	8	34.8
Pediatrics	6	26.1
Obstetrics	2	8.7

Those graduates who were unsuccessful on one or more tests in the Examination were asked to indicate the State Board test on which a failing score was made. Nine respondents indicated that they had failed on one or more of the tests. This represents a sample group (nine) of nearly 50 percent of the graduates who have failed the State Board's (twenty), during the period under consideration. As Table 3 indicates, these nine graduates failed seventeen tests. Three failed Medicine; three Surgery; four Psychiatry; two Pediatrics; and the largest number - five, failed Obstetrics. It is difficult to draw any clear conclusions from these data other than (1) most students who failed also failed Obstetrics and (2) it would appear that students who failed, failed more than one test.

TABLE 3

STATE BOARD TEST ON WHICH FAILING SCORE WAS MADE (N=9)

Test	Number Failed	Percent Failed
Medicine	3	33.3
Surgery	3	33.3
Psychiatry	4	44.4
Pediatrics	2	22.2
Obstetrics	5	55.6

An attempt was made to secure technical nursing graduates' views on their perceptions of teaching strategies utilized in courses dealing with State Board test(s) on which they performed best and, in the cases of graduates who were unsuccessful in the State Board Examination, perceptions of teaching strategies utilized in courses on which a passing score was not made on the Examination.

The graduates were given these eight teaching strategies:

A. Lecture
B. Lecture - discussion
C. Individualized Instruction
D. Concept Attainment
E. Programmed Instruction
F. Problem-solving
G. Audio-visual aids
H. Skill acquisition
I. Others (specify) _____

They were then asked to, in courses dealing with the State Board Examination on which you performed best, which of the above strategies were used? Graduates responded by

checking one or more of the strategies. As indicated by Table 4, Lecture-discussion was the most used of the eight strategies and concept attainment was the least used strategy.

TABLE 4

STRATEGIES UTILIZED IN COURSES DEALING WITH STATE BOARD TEST(S) ON WHICH GRADUATES PERFORMED BEST (N=23)

Strategy	Number Responding	Percent Responding
A. Lecture	8	34.8
B. Lecture-discussion	16	69.6
C. Individualized instruction	10	43.5
D. Concept attainment	5	21.7
E. Programmed instruction	11	47.8
F. Problem solving	10	43.5
G. Audio-visual aids	9	39.1
H. Skill acquisition	10	43.5

Similarly, those graduates who failed the State Board Examination were asked, In courses dealing with the State Board Examination(s) on which you did not make a passing score, which of the above teaching strategies were used? Table 5 indicates that these graduates stated individualized instruction characterized the teaching strategy that most felt characterized the courses of the tests that they failed. In addition, Table 5 shows that the Lecture and Programmed instruction were teaching strategies that the majority felt characterized the courses of the tests that they failed. Pro-

blem solving was rated as the teaching strategy least used in the courses of the tests that they failed.

TABLE 5

STRATEGIES UTILIZED IN COURSES DEALING WITH STATE BOARD TEST(S) ON WHICH A PASSING SCORE WAS NOT MADE (N=9)

Strategy	Number Responding	Percent Responding
A. Lecture	5	55.6
B. Lecture-discussion	4	44.4
C. Individualized instruction	6	66.7
D. Concept attainment	2	22.2
E. Programmed instruction	5	55.6
F. Problem solving	2	22.2
G. Audio-visual aids	4	44.4
H. Skill acquisition	3	33.3

Table 6 indicates twenty-three graduates views of teaching-learning characteristics during their experience in Technical Nursing. It can be noted that seventy-eight per cent of the respondents found Technical Nursing to be challenging. The use of library was indicated by seventy-three per cent. The percentage seldom using the library was slightly less than the thirty-five percent who indicated they had a reading problem. The reading problem may very well have affected those graduates who failed one or more test on the State Board Examination. It can be further noted that eighty-seven percent of the respondents indicated that the primary nature of assignments

were reading. Writing of papers, individual and group projects were described as few by seventy-eight percent of the graduates.

Graduates generally felt that the Technical Nursing examinations were fair. However, fifty-seven percent felt that instant feedback from the examinations was seldom provided.

TABLE 6

TEACHING AND LEARNING CHARACTERISTICS
AS VIEWED BY
TECHNICAL NURSING GRADUATES (N=23)

	Number Responding	Percent Responding
Education in nursing best described as		
A. Competitive	3	13.0
B. Easy	2	8.7
C. Challenging	18	78.3
Interpersonal relationship with Technical Nursing instructors		
A. Comfortable	17	73.9
B. Indifferent	2	8.7
C. Anxious	4	17.4
Use of library for research		
A. Frequently	17	73.9
B. Seldom	5	21.7
C. Never	1	4.4
Assess reading skill as		
A. Slow	8	34.8
B. Adequate	12	52.2
C. Fast	3	13.0
Utilization of problem-solving process best described as		
A. Frequently	19	82.6
B. Seldom	4	17.4
C. Never	0	0.0

TABLE 6
(continued)

	Number Responding	Percent Responding
Use of concept learning in Technical Nursing was		
A. Frequently	14	60.9
B. Seldom	8	34.8
C. Never	0	0.0
No response	1	4.3
Audio-visual aids were used in Technical Nursing		
A. Frequently	18	78.3
B. Seldom	5	21.7
C. Never	0	0.0
Primary nature of assignments were		
A. Reading	10	87.0
B. Individual and group projects	2	8.7
C. Testing on classroom materials	1	4.3
Required term papers, individual and group projects, best described as		
A. Many	5	21.7
B. Few	18	78.3
C. None	0	0.0
Attitude toward Technical Nursing examinations were		
A. Threatened	5	21.7
B. Blocked	6	26.1
C. Positive	12	52.2
Examinations in Technical Nursing generally were		
A. Objective	20	87.0
B. Essay	0	0.0
C. Both	3	13.0
Length of examinations		
A. 2 hours	3	13.0

TABLE 6
(continued)

	Number Responding	Percent Responding
B. 1 hour	14	60.9
C. ½ hour	5	21.7
No response	1	4.4
Instant feedback from examinations supplied		
A. Always	8	34.8
B. Seldom	13	56.5
C. Never	2	8.7

Table 7 reveals the responses of twenty-four graduates' attitude toward teaching and learning characteristics in preparation for the State Board Examination. Fifty-four percent felt that the level of difficulty of the State Board Examination was equal to their preparation. Sixteen percent disagreed with their level of preparation. It might be stated that those persons failing the Board would tend to disagree. It is interesting to note that sixty-six percent would strongly agree to agree that subject matter was comparable to the questions on the State Board Examination. Twenty-five percent felt that the pace in covering the material in class was too rapid. Forty-one percent of the graduates did not feel that instructors adequately summarized the major points in lectures or discussions. Forty-one percent of the respondents questioned the accompanying clinical laboratory experience with subject matter. It would appear that they do not feel that the amount of clinical laboratory practice is sufficient.

TABLE 7

GRADUATES RESPONSES TO
TEACHING AND LEARNING CHARACTERISTICS

Graduates responding: 24	Strongly Agree Responding		Agree Responding		Disagree Responding		Strongly Disagree Responding		Not Applicable Responding	
	#	%	#	%	#	%	#	%	#	%
For your preparation and ability, the level of difficulty of the State Board was about right	5	20.8	13	54.2	4	16.7	0	0.0	2	8.3
Subject matter presented in Technical Nursing courses comparable to State Board	2	8.3	16	66.7	5	20.8	0	0.0	1	4.2
There was considerable agreement between the announced objective of Technical Nursing courses and what was taught	4	16.7	14	58.3	5	20.8	0	0.0	1	4.2
The pace at which instructors covered the material during the Technical Nursing courses was satisfactory	4	16.7	13	54.1	6	25.0	1	4.2	0	0.0

TABLE 7
(continued)

	Strongly Agree Responding #	%	Agree Responding #	%	Disagree Responding #	%	Strongly Disagree Responding #	%	Not Applicable Responding #	%
Examinations of the Technical Nursing courses reflected the important aspects of the course	5	20.8	14	58.4	5	20.8	0	0.0	0	0.0
Felt free to ask questions and express opinions in Technical Nursing courses	10	41.7	9	37.5	2	8.3	3	12.5	0	0.0
Major points in lectures and/or discussions were adequately summarized	2	8.3	11	45.9	8	33.3	2	8.3	1	4.2
Clinical laboratory experiences accompanied subject matter material covered in class	1	4.2	13	54.1	9	37.5	1	4.2	0	0.0

In response to the question "If you could decide the teaching methods that your instructors use, describe those methods that would help you learn better." Seventeen graduates responded. Additional comments were also made.

(See Appendix 2)

CHAPTER IV

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

The purpose of this study was to analyze the teaching strategies utilized in facilitating the learning process of Technical Nursing graduates from Florida Junior College at Jacksonville.

If one of our goals in education is to influence the students to think, learn, talk and do something about the courses and subject matter taught, sometime after our direct influence over them comes to an end, an evaluation of their opinions of the teaching learning process could prove helpful in improving and revising curriculum structure.

Nursing instructors are somewhat restless and often have the feeling that they could possibly alter their strategies with the intention of increasing their competencies in preparing graduates to successfully write the State Board Examination. The examination is one of the primary objectives in determining the graduates eligibility to function as a safe practitioner in nursing.

A review of the literature indicates that teaching effectiveness is a national concern. In order to improve educational programs, teachers must become more cognizant of the processes that hinder the progress of learning and changes in

approach to learning. Methods of teaching and evaluation devices in nursing influence the level of performance of the graduates and may be seen in the reflection of the State licensure examination results.

The primary objective of this study was to determine the teaching strategies utilized in facilitating learning of the Technical Nursing graduates who wrote the State Board Examination during the period of December 1972 through September 1973. These graduates were exposed to the same curriculum during their experience in Technical Nursing.

The method used for the collection of data was a three part questionnaire which dealt specifically with questions regarding five test areas which comprise the State Board Examination, teaching strategies and teaching and learning characteristics. The respondents opinions were recorded in numbers and percent. To further determine the graduates responses, an open ended question was asked to determine their feelings about teaching methods. Additional comments were elicited for improvements in the teaching learning process.

CONCLUSIONS

The following conclusions were drawn based on the findings from the analysis:

A. Regarding State Board Examination

1. The courses in Surgery and Obstetrics were not generally covered adequately to meet the State Board requirements.

2. The highest scores made on the State Board Examination were noted in Medicine and Psychiatry.

3. The highest failure rate for State Board Examination was Obstetrics.

4. Most students who failed, failed more than one test.

B. Regarding Teaching Strategies utilized in courses dealing with State Board tests

1. Concept attainment was the least strategy used in courses dealing with high scores made by graduates on the State Board.

2. Individualized Instruction was used most in courses dealing with failing scores made by graduates on the State Board.

C. Regarding Teaching and Learning Characteristics

1. Consideration should be given to students who read slowly. The effects of their reading habits are detrimental to their scores on State Board Examination, which is a timed Examination.

2. Utilization of more teaching strategies in the Surgical and Obstetrical courses is a necessity.

3. Learning experiences should correlate more closely with theory taught.

4. Instructors should summarize important viewpoints in the lecture-discussion as indicated by the course objectives.

5. Consideration should be given to the time limits students are expected to complete assignments.

6. Instant feedback from course examinations is highly desirable and should be practiced by all instructors.

RECOMMENDATIONS

On the basis of the findings in this study, the following recommendations are made:

1. All potential nursing students be required to take a test to determine their level of reading.

2. A pre-requisite course be required of those students who are identified as having a problem with reading comprehension.

3. Administration and faculty explore the possibilities of establishing a health core program as a pre-requisite to Technical Nursing.

4. An evaluation of the teaching learning process of the Technical Nursing program be undertaken.

5. A follow-up study to determine the effectiveness of teaching and learning theories as indicated by the graduates level of competency on the State Board Examination.

6. A study be undertaken to determine the graduates level of performance in clinical and health agencies.

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APPENDIXES

APPENDIX I WAS [redacted] (REMOVED) FROM THIS DOCUMENT PRIOR TO ITS BEING SUBMITTED TO THE ERIC DOCUMENT REPRODUCTION SERVICE.

APPENDIX 2

Individual comments (paraphrased) describing the kind of instruction method teachers should use to help the respondents learn better.

Lecture-discussion (8)
Clinical experience correlated with lectures (3)
Individualized instruction (2)
Problem-solving approach (2)
Programmed instruction (2)
Use of lecture, less textbook emphasis (2)
State Board oriented questions on test
Individual tutoring for weak students
Concept attainment
Question and answer participation
Utilization of guest speakers
Use of hypothetical situations with demonstrations
Emphasize strong points in discussion

Additional comments (paraphrased) made by respondents.

More experience to correlate with theory. (7)
Technical Nursing student should take reading comprehension prior to entrance. (3)
Technical Nursing courses were adequate. (3)
Weakness in the program is clinical practice to include team leadership. (2)
Please review essential material required in reading assignments.
Individualized instruction is great but the students need guidance and directions.
Group discussions would be helpful.
Reading is a real problem. The timing on State Board examination is frustrating. Perhaps more rigid timing of tests in nursing might help.
Instructors should spend more time with weaker students.
Students should be exposed more to independent nursing functions, i.e., what can you do initially in clinical situations?
Surgical test on State Board is very involved.
Instructors are very helpful.
The State Board examination is a reflection of our exposure to Technical Nursing.
I was satisfied with Technical Nursing program. All teaching strategies were used.

UNIVERSITY OF CALIF.
LOS ANGELES

AUG 20 1976

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